

St George's Catholic School



RSE Policy

**At St George's Catholic School we help all our children to grow in
MIND, BODY and SPIRIT.**

MISSION STATEMENT

The school aims:

- * To provide a broad and balanced curriculum, educating pupils harmoniously in mind, body and spirit, and placing the teachings of Jesus at the heart of all we do. We encourage staff and pupils to live out their faith, embodying the gospel values and cultivating a sense of social responsibility. 'We ask God for the courage to put on faith, hope and love as we go out into the world and become the Word in body as well as spirit.'
- Pope Francis**
- * To make prayer, worship and liturgy real spiritual and educational experiences and to contribute successfully to the development of the faith of each individual in the school community.
- * To provide an environment in which children can grow in understanding and in the acquisition of skills, knowledge, attitudes and values for life.
- * To participate in and encourage interaction between the home, parish and school. We believe that it is important that common aims be established and developed in a climate of mutual trust and openness. Home, parish and school must together provide preparation for the pupil's entry into the wider community.
- * To develop within each child a respect for themselves and their achievements and a respect and understanding of others.

Policy and Practice

Implementation and Review of Policy:

This policy will be reviewed every year by the Head teacher, RE Co-ordinator, the Governing Body and Staff.

Last Reviewed: January 2026

Next Review date: January 2028

Relationships and Sex Education (RSE) Policy

In this policy, the governors and teachers, in partnership with pupils and their parents, set out the school's intentions regarding Relationships and Sex Education (RSE). This document outlines the rationale for, and approach to, RSE within our school.

Each year, the school consults with parents prior to teaching RSE and reviews the RSE curriculum and content with staff and pupils on a rolling cycle to ensure it remains relevant, appropriate, and effective.

Implementation and Review of the Policy

This policy is reviewed every two years by the Headteacher, the RSE Coordinator, staff and the Governing Body.

Dissemination

This policy will be made available to all members of the Governing Body and to all teaching and non-teaching staff. Copies will be available to parents via the school website, with a hard copy held in the school office.

Details of the RSE curriculum content will also be published on the school website. This information is open to parents, who are encouraged to view and discuss the content with the class teacher prior to the teaching of RSE.

Defining Relationships and Sex Education

Department for Education (DfE) guidance states that children and young people need to know how to be safe and healthy and how to manage their academic, personal, and social lives in a positive way. RSE is about the development of pupils' knowledge and understanding of themselves as sexual beings; what it means to be fully human; living in right relationships with self and others; and being enabled to make moral decisions guided by conscience.

In primary schools, the focus is on teaching the fundamental building blocks and characteristics of positive relationships. This includes particular reference to friendships, family relationships, and relationships with other children and adults. Topics include:

- Families and the people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Statutory Requirements

Schools are legally required to teach those aspects of RSE that form part of the statutory National Curriculum for science. However, the school's reasons for including RSE extend beyond statutory requirements.

Rationale

**“I have come that you may have life and have it to the full.”
John 10:10**

Our involvement in Relationships and Sex Education is rooted in our Christian beliefs about God and the human person. The belief in the unique dignity of each person, made in the image and likeness of God, underpins our approach to all education within a Catholic school.

RSE is therefore grounded in the teachings of the Catholic Church on the human person and is presented within a positive framework of Christian ideals. At the heart of Christian life is the Trinity—Father, Son, and Holy Spirit—in a loving communion that embraces all people and all creation.

As a consequence of the belief that human beings are made in the image and likeness of God, gender and sexuality are understood as gifts from God. They reflect God’s beauty and share in divine creativity. RSE is therefore placed firmly within the context of relationships, as it is within relationships that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales, and in line with DfE recommendations, RSE is embedded within the PSHE framework. It is concerned with nurturing human wholeness and is integral to the physical, spiritual, emotional, moral, and intellectual development of pupils.

RSE is centred on Christ’s vision of humanity as good news. It is delivered in a positive and prudent manner, recognising the potential for personal development while enabling pupils to understand and appreciate the risks and challenges they may face. All RSE is taught in accordance with the moral teaching of the Catholic Church.

The programme emphasises the central importance of marriage and family life, while acknowledging that all pupils have a fundamental right to have their lives respected, regardless of the household in which they live. It also prepares pupils for life in modern Britain.

Catholic teaching is delivered through a considered blend of the SCARF PSHE curriculum and the RSE curriculum as advised by the Diocese.

Values and Virtues

Our RSE programme enshrines Catholic values, emphasising the importance of stable relationships, marriage, and family life. It also promotes virtues essential for responding to God’s call to love others with proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and encouraged:

- Faithfulness
- Fruitfulness
- Integrity
- Prudence
- Mercy
- Compassion

Aim and Mission Statement

Our mission statement commits the school to the education of the whole child: spiritual, physical, intellectual, moral, social, cultural, and emotional. We aim for children to grow in body, mind, and spirit, and we consider RSE an integral part of this holistic education.

The school also aims to:

- Raise pupils' self-esteem
- Support growth in knowledge and understanding
- Encourage recognition of the value of all people
- Foster caring and sensitive attitudes

In this context, and in partnership with parents, we commit to providing children and young people with a positive and prudent sexual education. This education is compatible with their physical, cognitive, psychological, and spiritual maturity, and is rooted in a Catholic vision of education and the human person.

Objectives

The RSE programme seeks to:

1. Develop attitudes and virtues:

- Reverence for the gift of human sexuality and fertility
- Respect for the dignity of every human being, both in themselves and in others
- Joy in the goodness of the created world and in their own bodily nature
- Responsibility for their own actions and recognition of their impact on others
- Recognition and valuing of their own sexual identity and that of others
- Celebration of the gift of lifelong self-giving love
- Recognition of the importance of marriage and family life

2. Develop personal and social skills:

- Making sound judgments and choices with integrity, respecting individual commitments
- Loving and being loved, forming friendships and stable relationships free from exploitation, abuse, and bullying
- Managing emotions in relationships and during relationship breakdowns with confidence, sensitivity, and dignity

- Managing conflict positively and recognising the value of difference
- Cultivating humility, mercy, and compassion; learning to forgive and be forgiven
- Developing self-esteem and confidence, demonstrating self-respect, and showing empathy for others
- Building resilience and resisting unwanted pressures, recognising the influence of media, the internet, and peer groups, and responding appropriately
- Being patient, delaying gratification, and understanding the appropriate stages in the development of relationships and chaste love
- Assessing risks and managing behaviour to minimise risk to health and personal integrity

3. Develop knowledge and understanding:

- The Church's teaching on relationships and the nature and meaning of sexual love
- The Church's teaching on marriage and the importance of family life
- The centrality of virtue in guiding human living and loving
- The physical and psychological changes that accompany puberty
- Facts about human reproduction, how sexual love expresses love, and its essential role in procreation

Outcomes

Inclusion and Differentiated Learning

RSE will be sensitive to the needs of individual pupils, considering different abilities, levels of maturity, and personal circumstances, including sexual orientation, faith, or culture. It will be delivered in a way that does not subject pupils to discrimination.

Lessons will also help pupils understand the nature and consequences of discrimination, teasing, bullying, and aggressive behaviour (including cyberbullying), and how to respond and seek help. These lessons will link closely to the school's Inclusion Policy.

Equalities Obligations

The Governing Body has responsibilities under the Equality Act 2010 and will ensure that the school strives to do its best for all pupils, regardless of:

- Disability or educational need
- Race, nationality, or ethnic origin
- Pregnancy or maternity
- Sex or gender identity

- Religion or sexual orientation
- Whether they are looked-after children

Broad Content of RSE

RSE will be delivered through three interrelated strands:

1. Attitudes and Values
2. Knowledge and Understanding
3. Personal and Social Skills

These will be taught in three complementary ways:

- Through the whole-school ethos
- Across the curriculum
- Via a specific RSE curriculum

Resources

Our RSE programme draws on a range of cross-referenced resources, including:

- Journey in Love (with transition to 10.10 during 2025–26 following diocesan guidance)
- RE diocesan planning
- SCARF curriculum resources
- Science curriculum plans
- Elim Internet Safety plans

Assessment of Pupils' Learning

Pupils' learning in RSE will be assessed through a range of age-appropriate methods:

- Religious Education (RE): End-of-unit assessment questions can be used to evaluate pupils' understanding of key concepts.
- Science: Teacher assessments will monitor pupils' knowledge of statutory elements of RSE within the science curriculum.

- SCARF / PSHE: Assessment materials provided within the SCARF programme will be used to evaluate pupils' progress in personal, social, and emotional development.

Assessment will inform future planning and ensure that teaching is responsive to pupils' needs, abilities, and understanding.

Parental Involvement

We recognise that parents and carers are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church supports parents and carers in this role.

The school will:

- Provide material for parents to share with their children at home should they so wish
- Offer sessions to help parents and carers understand the RSE programme prior to its teaching
- Inform parents by letter in advance when more sensitive aspects of RSE will be taught, allowing them to prepare to discuss these topics with their children

Parents must be consulted at every stage of the development, monitoring, review and evaluation of the RSE programme. Should the school change from the Journey in Love programme in the next academic year, parents will be fully consulted and able to review all resources.

Our aim is that, following any consultation, all parents and carers have full confidence that the RSE programme meets the needs of their child.

Parents retain the right to withdraw their children from sex education except for statutory elements in the National Curriculum Science Orders. Parents wishing to exercise this right should contact the Headteacher. The school will provide support by supplying material to assist parents in discussing RSE topics at home. The classroom provides the safest environment for teaching RSE. For further details, refer to the DfE guidance on parental withdrawal from sex education.

Balanced Curriculum

While promoting Catholic values and virtues, the RSE programme will:

- Present a balanced programme that includes a range of viewpoints on relevant issues
- Provide accurate scientific information
- Cover legal aspects related to RSE

Teaching facts and exploring differing viewpoints does not promote behaviour and is fully compatible with the school's promotion of Catholic teaching. Pupils will have access to the learning they need to stay safe, healthy, and informed about their rights.

Responsibility for the RSE Programme

Specific Programme Delivery

Responsibility for the RSE programme lies with the RE and PSHE leads.

Whole-School Contribution

All staff contribute to the development of attitudes and values, act as role models of healthy relationships, and support pupils' personal and social skills.

External Visitors

External agencies and health specialists may assist in delivering aspects of RSE. Any visitor:

- Will complement, not replace, teacher-led sessions
- Must follow the school's code of practice
- Will adhere to Catholic principles and practice
- Health professionals will follow the school's safeguarding and teaching policies, using negotiated ground rules and distancing techniques

Roles and Responsibilities

Governors

Governors will:

- Develop the RSE policy in consultation with parents and staff
- Ensure the policy is available to parents and consistent with other school policies (e.g., SEN, safeguarding, ethos)
- Inform parents of their right to withdraw children
- Monitor and evaluate the RSE programme, including resources used
- Ensure coverage of statutory National Curriculum science topics and integration within PSHE

Headteacher

The Headteacher has overall delegated responsibility for:

- Implementation of the policy
- Liaison with governors, parents, the diocese, other schools, the local authority, and relevant agencies

PSHE / RSE Coordinators

Coordinators, in partnership with the Headteacher, will:

- Support staff in implementing the policy
- Lead dissemination of RSE information and provide in-service training
- Work with the curriculum deputy and safeguarding lead as required

All Staff

RSE is a whole-school responsibility. All staff:

- Contribute to pupils' physical, moral, and spiritual well-being
- Teach RSE in accordance with Catholic ethos
- Receive appropriate training
- Are aware of and understand the policy and their responsibilities

Relationship to Other Policies and Curriculum Subjects

- RSE is delivered as part of the PSHE framework
- It complements safeguarding, bullying, and internet safety policies
- Pupils with specific needs (physical, intellectual, or personal) will receive differentiated support
- RSE links to learning in other subjects identified in the RSE audit

Pupils' Questions

The school promotes a healthy, positive atmosphere where pupils can:

- Ask questions freely
- Receive confident, age-appropriate answers

- Feel safe from bullying, harassment, or discrimination

Ground rules, negotiated between teachers and pupils, will create a supportive environment for discussion. Some questions may require follow-up outside class time, for example, questions of abuse, personal nature, or contentious issues.

Controversial or Sensitive Issues

RSE may involve sensitive or controversial issues relating to:

- Personal experience or maturity of pupils
- Disagreement with Church teaching
- Illegal, harmful, or risky behaviour

Children are best protected by discussing such issues openly within RSE. Teachers will use negotiated ground rules to maintain a safe, supportive climate.

Supporting Children at Risk

Effective RSE provides opportunities to discuss appropriate and inappropriate relationships. Discussions may lead to disclosure of safeguarding concerns. Teachers must:

- Be alert to pupils' needs and anxieties
- Follow the school safeguarding policy
- Immediately inform the designated safeguarding lead of any concerns

Confidentiality and Advice

All governors, teachers, support staff, parents, and pupils must be made aware of this policy, particularly in relation to issues of advice and confidentiality.

All lessons, particularly those in the RSE programme, will prioritise the best interests of pupils. Lessons aim to:

- Enable pupils to grow in knowledge and understanding of relationships and sex
- Develop appropriate personal and social skills
- Foster appreciation of values and attitudes underpinning the Christian understanding of what it means to be fully human

Pupils will be encouraged to discuss issues covered in the programme with their parents or carers. Teachers will support pupils facing personal difficulties in line with the school's pastoral care policy.

Teachers must explain to pupils that they cannot offer unconditional confidentiality in situations involving illegal or abusive activity. In such cases, teachers will:

- Inform pupils that they may need to pass information to others, such as parents or the Headteacher
- Always inform the pupil first that such action will be taken

Monitoring and Evaluation

The RSE Coordinator will monitor provision across the programme by reviewing:

- Planning and schemes of work
- Samples of pupils' work

Evaluation of the programme will occur biannually through:

- Needs assessments given to pupils
- Discussions with pupils, staff, and parents

The results of evaluations will be shared with all stakeholders, and suggestions for improvement will be sought. Governors will review these evaluations and recommendations before considering any amendments to the policy.

Ultimately, governors remain responsible for the RSE policy and its implementation.